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ABSTRACT

An In-School Student Chamber of Commerce Enhancement Program was established in elementary, middle, and senior high school settings in Dade County, Florida. The student Chamber, modeled after the local Chamber, serves as a role model in the following ways: (1) by guiding students to develop a Chamber; (2) by teaching students about the work world; and (3) by showing students how business people serve a community. Each student Chamber develops a blueprint for action that identifies priority goals and projects. Each student Chamber maintains records, financial reports, and learns parliamentary procedures. There are five steps for establishing a student Chamber: (1) orientation; (2) starting a student Chamber; (3) activities for the role model Chamber; (4) structuring the work groups by forming committees; and (5) reports and records. In addition, student Chambers play a part in breaking barriers to employment by exploring careers through job interviews. The Dade County Chamber provides a scholarship to a ninth-grade student in the public school system. (This document includes student chamber pre/posttests, chamber and school organizational charts and forms, scholarship application, program evaluation information, and the Florida Department of Education's "Blueprint for Career Preparation.") (NLA)

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IN-SCHOOL STUDENT CHAMBER OF COMMERCE PROGRAM



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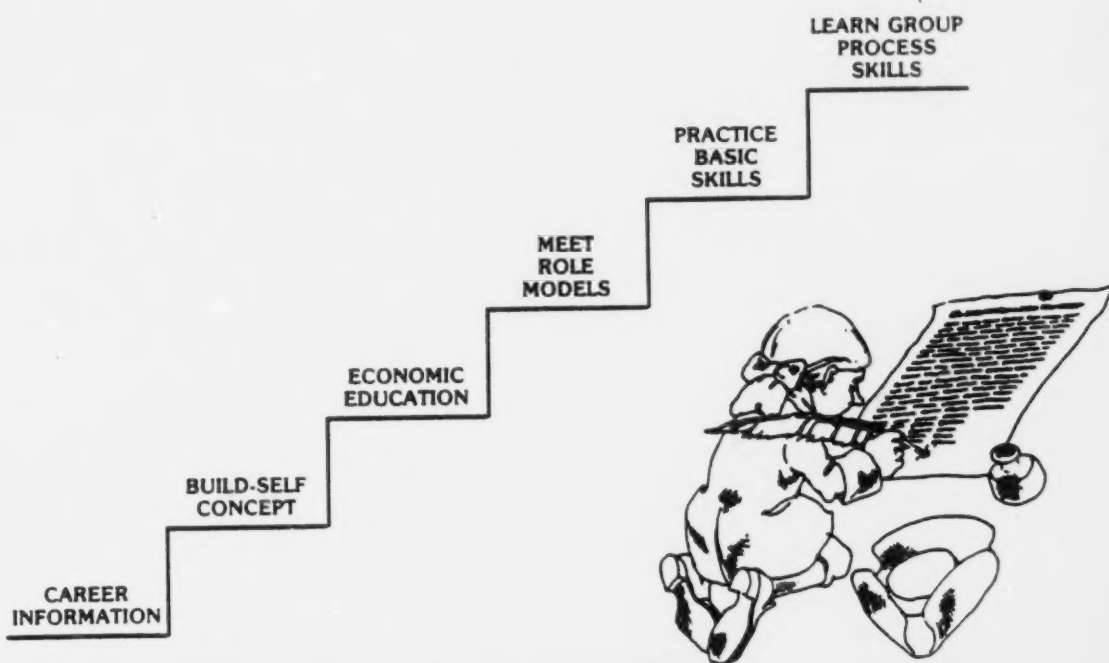
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Mr. Octavio J. Visiedo

The School Board of Dade County, Florida
1450 Northeast Second Avenue
Miami, Florida 33132

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INTRODUCTION

A Chamber of Commerce is an organization of volunteers. It is a vehicle for mobilizing people to accomplish agreed upon goals for the betterment of a community. The purpose of this kit is to detail a step-by-step method for setting up a **STUDENT CHAMBER OF COMMERCE** in an elementary, middle, and senior high school setting. Because of the variety of school situations, each **STUDENT CHAMBER** will design its own program and be unique; however, basics will exist.

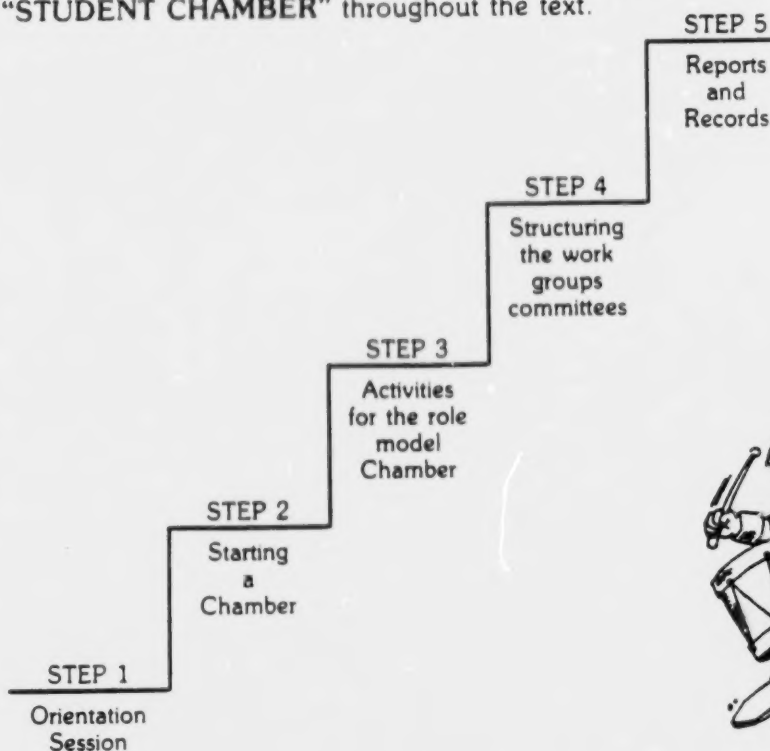
1. The **STUDENT CHAMBER OF COMMERCE** will be modeled after a local Chamber which will serve as a role model as follows:

- by guiding students to develop a **STUDENT CHAMBER**
- by teaching students about careers and customs in the work world
- by showing students how business people volunteer to serve a community, economically, politically and personally.

2. Each **STUDENT CHAMBER OF COMMERCE** will develop a **BLUEPRINT** for Action. This is a chamber's plan to identify priority goals and projects.

3. Each **STUDENT CHAMBER** will maintain records, financial reports and learn parliamentary procedures. Students will be able to build writing skills and obtain practice in the area of budgeting and mathematics.

4. The name "**In-School STUDENT CHAMBER**" will be referred to as "**STUDENT CHAMBER**" throughout the text.



FORWARD

Building a quality workforce is critical in order to provide a stable economic need to society. The opportunity given to students to develop an **In-School STUDENT CHAMBER** is made possible by the role model Chamber of Commerce. The role model Chamber of Commerce consists of a group of individuals that volunteer their services and expertise to develop and maintain a sound economic and caring community. Students learn from chamber mentor relationships how to develop professional leadership skills.

Since 1983, many individuals have provided tremendous support, experience and participation to the **In-School STUDENT CHAMBER Program**. The first **In-School STUDENT CHAMBER Program** was implemented through the direction of Thelma B. Davis, Principal and Dr. Fran Winfrey, Assistant Principal at Madison Junior. The role model Chamber of Commerce was The Hialeah-Miami Springs Northwest Dade Area Chamber of Commerce. There are **In-School STUDENT CHAMBER Programs** in seventy-one Dade County Public Schools with twelve role model chambers of commerce. The Broward County School System and other counties throughout the state of Florida are now implementing the **In-School STUDENT CHAMBER Program**.

The motivation of this program is the direct relationship that students have with chamber business mentors while attending chamber functions. These activities result in a change of attitude, improvement in grades, attendance and a new importance placed on the educational opportunity provided by teachers in the classroom.

There were a number of supporters that provided the foundation for the **In-School STUDENT CHAMBER**. Thank you to the Dade County Public School Board Members, Superintendent of Schools, Director of Career Education, School Principals and Advisors (Teachers, Guidance Counselors and Occupational Specialists), Miami Lakes Technical, Denny's Restaurant, Burger King, Barnett Bank.

The first role model chambers were, The Florida Chamber, The United States Chamber, Greater South Dade Chamber, The Hialeah Miami Springs Northwest Chamber (ORIGINAL ROLE MODEL), Miami Dade Chamber, Miami Beach Chamber, North Dade Chamber, North Miami Chamber, North Miami Beach Chamber, South Miami Kendall Chamber and the Women's Chamber.

All of these supporters provided an encouraging spirit of caring from the experienced (business mentors) to the inexperienced (students) and this magnificent experience will provide the leaders and the followers of tomorrow with the values necessary for building a quality life.

In grateful recognition a very special thank you to:

CITY OF HIALEAH
FAIRWOOD-WELLS
FLORIDA POWER & LIGHT
GRAHAM COMPANIES
SOUTHEAST BANK
SOUTHERN BELL
(Corporate & External Affairs Managers)
(Graphic Arts Department and Copy
Center)
THE FLORIDA CHALLENGE GRANT

FLEURISE ALUSMA
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ANA MELENDEZ
BRENDA RAMOROB
LISA RODRIGUEZ
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ELVA SIEG
DR. JUDITH STEIN
DR. FRAN WINFREY

HISTORICAL BEGINNINGS OF THE CHAMBER OF COMMERCE

The beginnings of the Chamber of Commerce movement are traced back almost 6,000 years to the City of Mari in Mesopotamia.

The evolution of the modern Chamber began in 1599 when merchants in Marseilles, France formed an independent voluntary organization to represent commercial interests of the port. During the 18th century Chambers were established in England, Ireland and in other French cities.

The first American Chamber of Commerce originated in the State of New York (essentially an organization representing the businessmen of New York City) which was organized in 1768. Five years later, the Charleston, South Carolina Chamber was formed.

By 1801 Chambers had been organized in New Haven, Connecticut and Philadelphia, and by 1870 there were Chambers of Commerce in 40 major American cities. In Florida there are 3 Chambers that originated around 1887.

A group of Ohio businessmen organized the first state Chamber of Commerce in 1893. Today there are 40 state and regional Chambers in the United States.

As a result of a suggestion by President William Howard Taft that some system of national cooperation between business and government be established, the Chamber of Commerce of the United States was created on April 22, 1912.

It was a new step in commercial organization - a representative federation with autonomous Chambers of Commerce and trade associations from every part of the country and from every type of industry as its controlling and directing force.



By 1970 the National Chamber's membership had grown to include more than 2,700 local, state and regional Chambers and American Chambers of Commerce abroad; 1,100 trade and professional associations and 39,000 business members; representing an underlying membership of more than five million persons.

RESOURCE:

Chamber of Commerce local, state, and world wide directories.

STEP 1. ORIENTATION SESSION

Communicate with a local Chamber of Commerce. Ask for representatives to visit the school to discuss the following: Set up an orientation meeting with the principal, designated school advisor, students, parents, and role model chamber representative.

1. How do you become a member?
2. What is a Chamber of Commerce?
3. Learn the historical background of a Chamber of Commerce (see APPENDIX A)
4. Who runs a Chamber of Commerce?
5. What does a Chamber of Commerce personally mean to me.
(the speaker)
6. Who are the members of a Chamber of Commerce?
7. What are some action areas where a Chamber can design projects?

The initial core group can be a classroom of students, the heads of clubs within a school banning together for "intra-school commerce" or a group of volunteer students with an interest in the business world. Membership will mean something different depending on the level of the school. Whether the school is an elementary school or a secondary school, the Chamber is a means of linking business with education and teaching students about careers and economic education.

LOCAL RESOURCE PERSON:

Member of the Executive Board, Board of Directors or a member of a Chamber of Commerce.



STEP 2, STARTING A STUDENT CHAMBER



As a prerequisite to becoming a member of a **STUDENT CHAMBER OF COMMERCE**, the students must agree to engage in a business exploring activity.

1. All Chamber members can run a career exploring program to assist "at risk" students.
2. All Chamber members can become involved in career shadowing, job interviews, and career exploring.
3. All Chamber members can participate in some school club/activity that in some way contributes to the school.

A Chamber has an Executive Committee, and a Board of Directors which sets policy and carries out the policy set. Chairpersons of appointed committees report to an assigned director on the Board who oversees the committee's project. After the orientation session, a group of volunteer students should form a steering committee. This group will act as an informal Board of Directors during the formative stages of organization. The group should accomplish the following tasks:

1. Write a proposal to a local Chamber of Commerce. Outline the ways in which the local Chamber can be a role model and assist in the formation and continuation of the **STUDENT CHAMBER**.
2. Set up a timetable for specific goals to be accomplished.
3. Hold elections of officers which may include some or all of the officers listed below. These officers form the Executive Committee.

President or Chairman
Executive Vice President
President-elect
First Vice President
Second Vice President
Secretary
Treasurer (optional)

4. Develop by-laws. ten or more members can function as the Board of Directors.

LOCAL RESOURCE PERSON:

Parliamentarian of a local Chamber of Commerce and standing Committee Chairperson.



STEP 3, ACTIVITIES FOR THE ROLE MODEL CHAMBER

The local Chamber of Commerce and its members will serve as the role model for those students who are creating a **STUDENT CHAMBER OF COMMERCE**. Listed below are some specific activities that will encourage mutual participation between **STUDENT CHAMBER** members and the participants in the local Chamber. Some of these suggestions will be more appropriate for a secondary school. Other ideas may work better in an elementary school. As a school **STUDENT CHAMBER OF COMMERCE** and a local chamber work together, each will think of creative ideas not listed here.

1. The local Chamber of Commerce Board of Directors can decide to adopt a school.
2. Using the Chamber of Commerce's business directory, students can write members of the role model Chamber of Commerce requesting that each business sponsor one student.
3. Sponsoring Chamber businesses and members can visit a classroom and talk with students about the world of work, their jobs and how to become a success in the business community.
4. Sponsoring Chamber businesses can invite students to the business and learn about the company.
5. Sponsoring Chamber businesses can also train students after school hours once or twice a week.
6. Chamber of Commerce members should have business cards showing the name of the school and the Chamber of Commerce, as well as the name of the student. Practicing how to present oneself properly in the business world is a way to develop a networking business skill and acquire a positive self concept.
7. The Chamber of Commerce can provide jackets with the Chamber's emblem for students in the **STUDENT CHAMBER** to wear as special ambassador representing their Student Chamber.
8. **STUDENT CHAMBER** members can shadow sponsoring Chamber members when they perform volunteer work for the Chamber.
9. **STUDENT CHAMBER** members can invite students to Chamber of Commerce meetings which include community breakfasts, luncheons, and banquets.

(cont'd)

10. A **STUDENT CHAMBER OF COMMERCE** directory can be compiled by the students.

The directory can include the following:

- (a) photos of the **STUDENT CHAMBER OF COMMERCE'S** activities, school and Chamber
 - (b) names, addresses and telephone numbers of student members
 - (c) names of committee members
 - (d) a map of the area showing the location of Chamber Members business/industry
11. A speakers bureau can develop **STUDENT CHAMBER OF COMMERCE** members with expertise and members of the role model Chamber.
 12. **STUDENT CHAMBER OF COMMERCE** members can list their potential career interest and can be matched with role models from the local Chamber.
 13. Start a "hot line". Chamber members can serve as a resource when students need questions about careers answered.
 14. Chamber members can assist students in learning group process techniques which make committees more effective. By helping **STUDENT CHAMBER** members learn about group participation leadership skills are developed.
 15. The role model chamber can assist the **STUDENT CHAMBER** in holding a breakfast at the end of the year to recognize selected members in both Chambers and celebrate achievements. In preparation for this activity, a system would be devised for nomination forms to be submitted to recognize leadership within the **STUDENT CHAMBER** and among its support groups. Nominees can be presented with a certificate of support. Nominees pictures can be displayed in the school and in the office of the role model **Chamber of Commerce**.

RESOURCE PERSON:

Any member of a local **Chamber of Commerce** and program of work chairperson to assist in setting up a goals/objectives seminar.

STEP 4. STRUCTURING THE WORK GROUPS (COMMITTEES)

Develop the **BLUEPRINT** for Action. The goals and projects for the year, are developed into work groups which can be formed to carry out a particular project. Each work group (or committee) must have a specific goal with activities to work toward. Different options exist for organizing the work groups. The following may be initiated: —

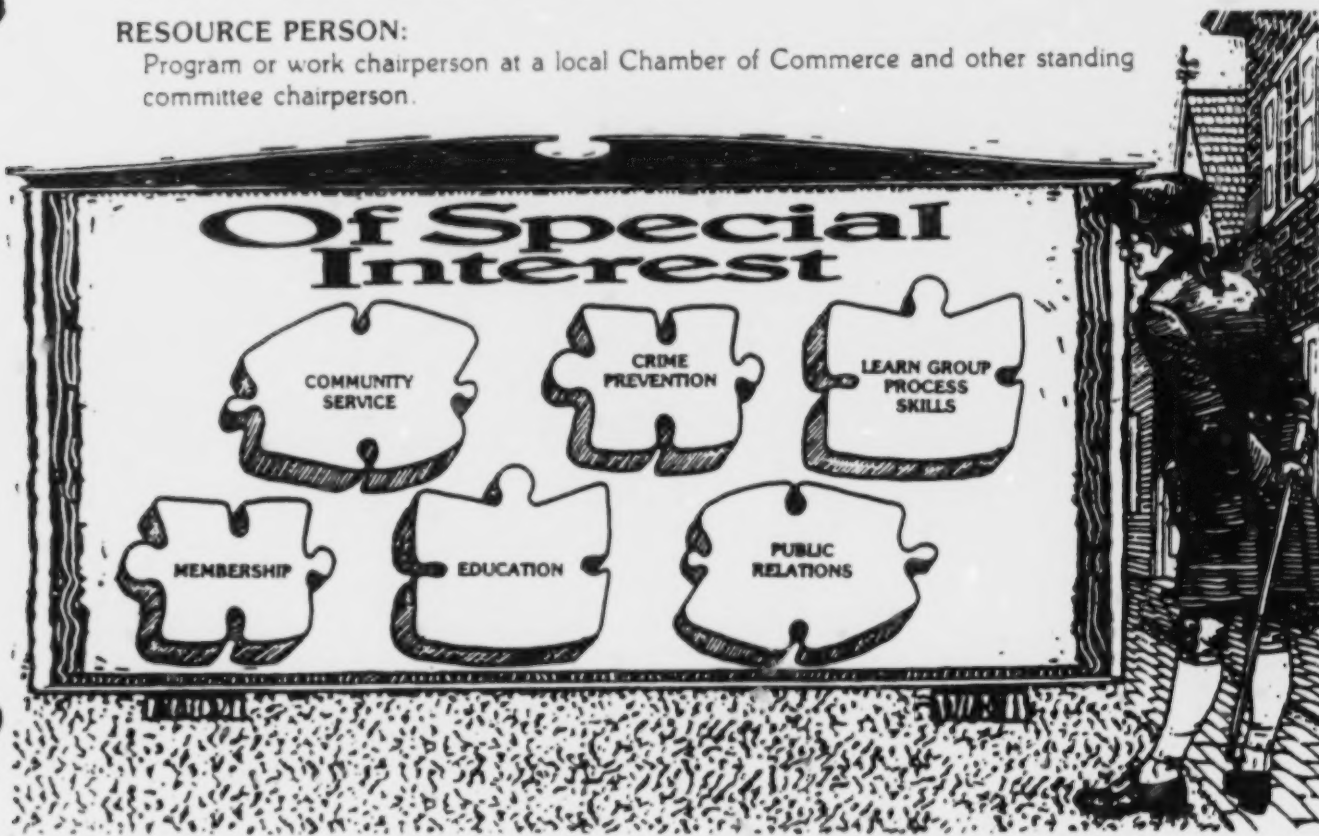
1. membership (volunteers encouraged to participate)
2. education (develop an annual project)
3. public relations (marketing the **STUDENT CHAMBER** — school visibility)
4. government (create involvement at the local, state and/or school level)
5. community activities (arranges for students to visit role models in business and industry and attend meeting and activities of the role model Chamber)
6. crime prevention and control (may work on a larger problem in the community or a school related problem)
7. banquet committee (plans for the end of the year recognition event)

Any number of other work groups can be started under these five headings: community development, human resources development, public affairs, legislative activities and economic development. Options and alternatives can be explored by each chamber.

The work groups should have at least one goal activity that can be completed. The group through the chairperson should share what is accomplished with the other Chamber members so that all understand the full effectiveness of the chamber's work.

RESOURCE PERSON:

Program or work chairperson at a local Chamber of Commerce and other standing committee chairperson.



STEP 5. REPORTS AND RECORDS

Basic skill activities including vocabulary building with career relevance can be taught in a meaningful situation when students in a **STUDENT CHAMBER OF COMMERCE** learn how to prepare the following paperwork related to the operation of a Chamber.

1. Notification of meetings - Members can prepare a written notice and follow it up with telephone calls.
2. Agendas - These are prepared by each work group chairperson.
3. Minutes - A record of all meetings held should be maintained and distributed as appropriate.
4. Annual Report - The yearly accomplishments of the **STUDENT CHAMBER OF COMMERCE** can be printed and distributed to each member, other students and the members of the role model Chamber.
5. Directory - A directory of **STUDENT** members and members from the role model Chamber can be published. One option is to obtain paid advertisements to help pay the cost of printing the directory.
6. Position paper - The Board of Directors can involve committees (work groups) in preparing statements on issues of importance to the **STUDENT CHAMBER** and the activities undertaken by the organization.
7. Financial Reports - If applicable, funds collected by the **STUDENT CHAMBER OF COMMERCE** can be accounted for in a detailed budget and monthly financial report.
8. Budget - The **STUDENT CHAMBER** may have a budget which would go through the same adoption process as that used by the role model Chamber of Commerce.

RESOURCE PERSONS:

Executive Director, Secretary to the local Chamber Chairperson of a committee in a local Chamber of Commerce.

**Chamber
President / Chairman**

**Education
Committee**

- Make proposal
- Need resolution

**Board of
Directors**

- Presentation from the
Education Committee
- Letter of commitment
to Public School

**Internal Publicity
External Publicity**

- Newsletter
Chamber functions

**Develop Working
Relationship With
School Principal and
Faculty**

- Direct contact: Teacher,
guidance counselor,
occup. placement spec.

Chamber Directory

- Include STUDENT
CHAMBER by School
name
- Include goals and
objectives.

**Related School
Activities**

- Career Day
- Mock Job Interviews
- Speakers Bureau

**Related Chamber
Activities**

- Host or Hostess
chamber function
- Education Day
at the Chamber

Installation Banquet

- STUDENT CHAMBER
Representative
- Scholarship Award

STUDENT CHAMBER PROCESS: Joyce Flanagan (305) 995-1761

ROLE MODEL: Hialeah Miami Springs Northwest Dade Chamber

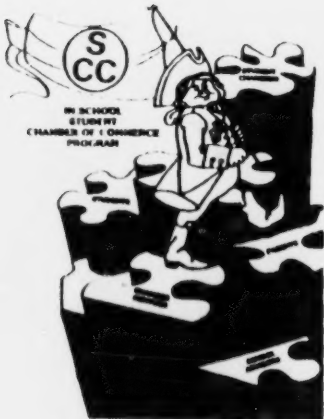
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STUDENT CHAMBER CONCEPT

STATEMENT OF GOAL: To incorporate the relevance of work from chambers to schools.

OBJECTIVES	ACTIVITIES STRATEGIES	TIMELINE	PERSON(S) RESPONSIBLE	TARGET POPULATION	EVAL. PROCEDURES / EXPECTED OUTCOMES
To establish the opportunity for a STUDENT CHAMBER concept in Chambers of Commerce.	Field trips for business people to visit schools. Speakers Bureau to involve large and small groups. Mock Job interview sessions / Career Days Shadow Days Career Exploring Education Day at the Chamber	Sept. to June July to August (summer)	Assigned Board of Director. Education Chairman or Chamber Member	Business / Industry (Chamber Membership)	For CHAMBERS to market a positive image of the public school system and develop an educational awareness of process to ensure the future of our business leaders and business population.

CHAMBER TO SCHOOL



SF 12943 D254 (08/10/89) mo

STUDENT CHAMBER PROGRAM

Statement of Goal/s: _____

Goals / Obj.	Activities / Strategies	Timeline	Person (s) Responsible	Evaluation Procedures Expected Outcome
	Chamber			
			</	

BUSINESS STUDENT CHAMBER PRE/POSTTEST

DATE _____

CHAMBER NAME _____

ADDRESS _____

TELEPHONE NUMBER _____

EDUCATION CHAIRMAN _____

TELEPHONE NUMBER _____

MEETING TIME _____

PLACE _____

MEMBER OF OTHER COMMITTEE _____

Listed below is a set of statements. Some of them are true of you and so you will circle the **YES**. Some are not true of you and so you will circle the **NO**. Please answer every question even if some are hard to decide. There are no right or wrong answers. **DO NOT** circle both **YES** and **NO**.

- | | | |
|---|---|--------|
| 1 | I understand the public school system better after my involvement with the STUDENT CHAMBER program | Yes No |
| 2 | When I see students attending the Chamber meeting I am impressed with their sense of maturity | |
| 3 | As a member of the Chamber I have been participating in public school Career Fairs | Yes No |
| 4 | Do you think there is a difference between students who attend Chamber functions and those who do not? | Yes No |
| 5 | The STUDENT CHAMBER motivates possible students at risk to stay in school and work harder | Yes No |
| 6 | I look forward to Chamber meetings when there are students attending | Yes No |
| 7 | I believe that Chambers of Commerce are excellent role models for our public school students | Yes No |
| 8 | I feel that the STUDENT CHAMBER promotes future leadership in the business community | Yes No |
| 9 | When I see STUDENT CHAMBER members attend our Chamber functions, I feel stronger about the future of our country | Yes No |



Greater South Dade Chamber of Commerce

900 Perrine Avenue
Miami, Florida 33157
(305) 238-7192

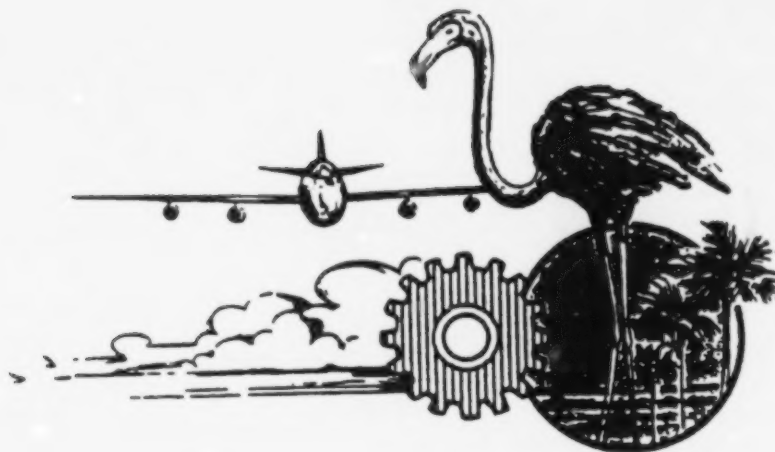


OMNI COMPLEX

**1601 Biscayne Blvd.
Miami, Florida 33132
(305) 350-7700**



**1920 Meridian Avenue
Miami Beach, Florida 33139
(305) 672-1270**



N HIALEAH-MIAMI SPRINGS **ORTHWEST DADE**
CHAMBER OF COMMERCE

59 WEST 5th STREET • HIALEAH, FLORIDA 33010 • PHONE (305) 887-1515



MIAMI LAKES
MIDDLE
SCHOOL
GRADE 9
JOB
INTERVIEW
SESSIONS

CHAMBER
BUSINESS
MENTOR: _____
STUDENT: _____

SF 12946 D254 (08/10/89) MO



CHAMBER
BUSINESS
MENTOR: _____
STUDENT: _____

Grade: _____
Job
INTERVIEW
SESSIONS

Name of School: _____

SF 12946 D254 (08/10/89) MO



6255 Northwest 7th Avenue

Miami, Florida 33150

Telephone (305) 751-8648, (757-3459)

BUSINESS IN THE BLACK



"THE ACTION CHAMBER SERVING SOUTH FLORIDA"

PHONE: (305) 949-3355

North Dade *Chamber of Commerce*

P.O. BOX 693116, MIAMI, FLORIDA 33169



**50 Aragon Avenue
Coral Gables, Florida 33134
(305) 446-1657**



NORTH MIAMI BEACH CHAMBER OF COMMERCE

"The Gateway Chamber"

41 N.E. 167 STREET • NORTH MIAMI BEACH, FLORIDA 33162

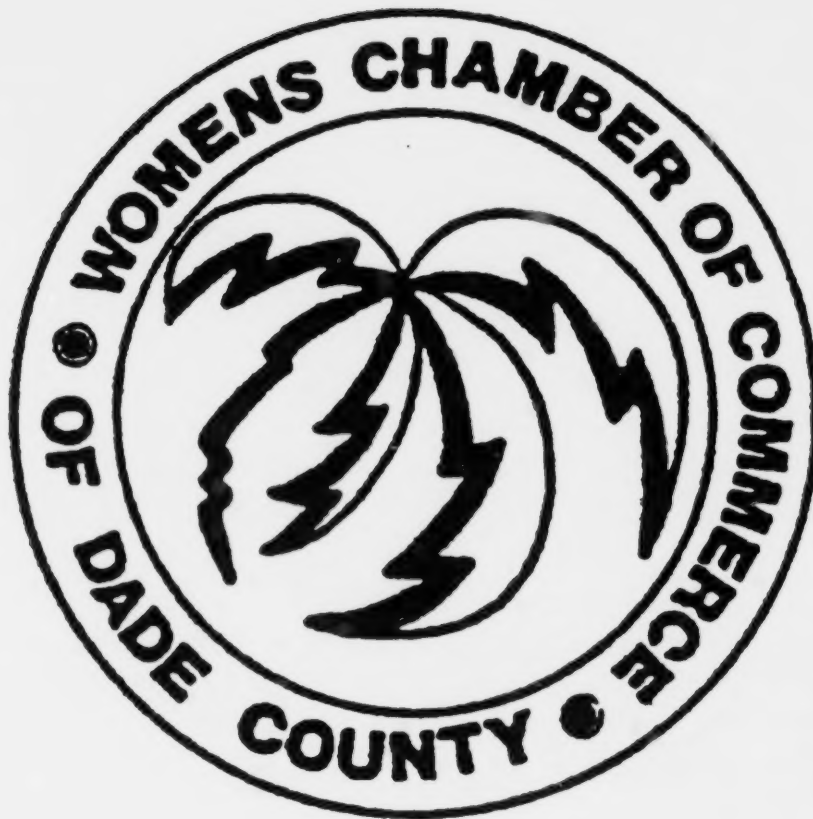
PHONE: (305) 653-1200

South Miami-Kendall Chamber of Commerce



**6410 S.W. 80th Street
South Miami, Florida 33143
(305) 661-1621**

**The New Economic Heart
of Dade County**



W . O . M . E . N . S

CHAMBER OF COMMERCE

O F D A D E C O U N T Y

P. O. Box 65-3108
Miami, Florida 33265-3108
(305) 553-6458



3

School Principal

1. Present concept of STUDENT CHAMBER
2. Chamber membership for school

Faculty

- Agenda - faculty meeting, explain program / gain support

Students

- Announce over PA to generate interest

Selection Process

- Class
- Target group
- Interest

Group Meeting Dates

- Election / Officers
- Recognition day
- Monthly

Individual Career Counseling

- Career exploring field trip (1-10 students / trip)

Parent Awareness

- Back to school night
- Letter to parents

Chamber Functions

- General Membership
- Board of Directors
- Education Meetings
- Installation Banquet

Recognition Breakfast

- Donated Food
- Students / Program
- Award Certificate (s)

STUDENT CHAMBER PROCESS: Joyce Flanagan (305) 995-1761

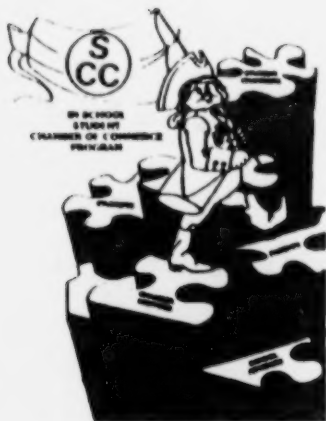
ROLE MODEL: Hialeah-Miami Springs Northwest Dade Chamber

STUDENT CHAMBER CONCEPT

STATEMENT OF GOAL: To incorporate the relevance of work from schools to chambers.

OBJECTIVES	ACTIVITIES STRATEGIES	TIMELINE	PERSON (S) RESPONSIBLE	TARGET POPULATION	EVAL. PROCEDURES / EXPECTED OUTCOMES
To establish the opportunity for a STUDENT CHAMBER concept to be infused into the Dade County Public Schools	Field trips to: Business / industry Chamber functions Host / hostess Chamber community: business breakfast, lunch or dinner.	Sept. to June July to August (summer)	Occupation placement / specialist (s) Teacher (s) Guidance Counselor (s)	Elementary Middle Senior Vocational Adult Education	For STUDENTS to develop a more positive attitude in motivating better grades, attendance and a responsible relationship between school and future career goals.

SCHOOLS TO CHAMBER



SF 12944 D254 (08/10/89) mo

STUDENT CHAMBER PROGRAM

Statement of Goal/s: _____

Goals / Obj.	Activities / Strategies	Timeline	Person (s) Responsible	Evaluation Procedures Expected Outcome
33	School			39

STUDENT CHAMBER PRE / POSTTEST

DATE _____

NAME _____

STUDENT ID # _____

SCHOOL _____

GRADE LEVEL _____ AGE _____ SEX _____

ETHNICITY _____ WHITE NON-HISPANIC
 _____ BLACK NON-HISPANIC
 _____ HISPANIC
 _____ ASIAN / PACIFIC ISLANDER
 _____ AMERICAN INDIAN
 _____ OTHER

Listed below is a set of statements. Some of them are true of you and so you will circle the **YES**. Some are not true of you and so you will circle the **NO**. Please answer every question even if some are hard to decide. Remember, circle the **YES** if the statement is generally **like** you, or circle the **NO** if the statement is generally **not** like you. There are no right or wrong answers. **DO NOT** circle both **YES** and **NO**

- | | | |
|---|-----|----|
| 1. I am a better student because of my involvement in the STUDENT CHAMBER | Yes | No |
| 2. I am more aware of career choices because of my involvement in the STUDENT CHAMBER | Yes | No |
| 3. I did not feel any different after attending Chamber functions | Yes | No |
| 4. I feel more comfortable about joining service clubs in school | Yes | No |
| 5. My attitude toward teachers has changed because of my involvement in the STUDENT CHAMBER | Yes | No |
| 6. I have been able to learn from discussions directly with business/industry persons that I can achieve with hard work | Yes | No |
| 7. I am thinking more about my future now | Yes | No |
| 8. My parent (s) / guardian are interested in what I do in the STUDENT CHAMBER | Yes | No |
| 9. I am not afraid to talk about my career plans with my peers | Yes | No |

- | | | | |
|-----|--|-----|----|
| 10. | After attending a Chamber function I am so excited it is hard to settle down | Yes | No |
| 11. | My teachers allow me to share my experiences with the STUDENT CHAMBER in front of the class | Yes | No |
| 12. | I am always happy to come to school | Yes | No |
| 13. | Doing homework is related to the world of work | Yes | No |

Chamber of Commerce Meeting

STUDENT CHAMBER

-- SAMPLE AGENDA OUTLINE --



(date) _____

(place) _____

(time) _____

- I. Thought for the day and pledge
- II. Welcome & Introductions
(role model chamber representative)
- III. Purpose of meeting
- IV. Guest Speaker
(business member of role model chamber)
- V. Items to be discussed
(list planned activities)
- VI. Open Universe
(topics not on agenda)
- VII. Next meeting
(announce meeting date)
- VIII. Adjournment

DRAFT LETTER TO BE SENT TO EMPLOYERS

Dear _____ :

Madison Middle High School, at which I am a student, has started a **STUDENT CHAMBER OF COMMERCE** in order to learn about the free enterprise system. The Hialeah-Miami Springs Northwest Dade Chamber is our role model.

In order to participate in this activity, I must get a business to sponsor me. I would be honored if you would consider being my sponsor.

Sponsorship entails coming to my school at least once during the year and allowing me to introduce you to my class. Also, I would like to visit your business once during the year because I would like to learn more about your career field.

I will call you next week regarding your willingness to sponsor me. Thank you for your consideration.

Sincerely,

Student



GLOSSARY OF TERMS USED BY CHAMBER

POLICY

SERVICE

GOAL

SKILLS

ECONOMICS

PROFIT AND LOSS

CATALYST

COMMERCE

CIVIC

COMMERCIAL

BUSINESS

INDUSTRY

PUBLIC RELATIONS

AGENDA

INVESTMENT

BY LAWS

PROCEDURES

LEADERSHIP

VOLUNTEER

GROWTH & DEVELOPMENT

MARKET

PRIVATE ENTERPRISE

COMPETITIVE MARKET

COMMUNITY

RECOGNITION

VEHICLE

JOB DEVELOPMENT

HUMAN RESOURCES

FINANCIAL RESOURCES

BUDGET

May be used as a study skill by writing an essay incorporating at least five or more of the above words.



SAMPLE OF A BUSINESS CARD FOR
STUDENT CHAMBER MEMBERS



GOLDEN GLADES ELEMENTARY
STUDENT CHAMBER

ANNA E. JACKSON, Principal
ETHEL M. SELWOOD, Teacher
16520 N.W. 28th Avenue
Opa-Locka, Florida 33054
305. 604-9541



Role Model: North Dade Chamber



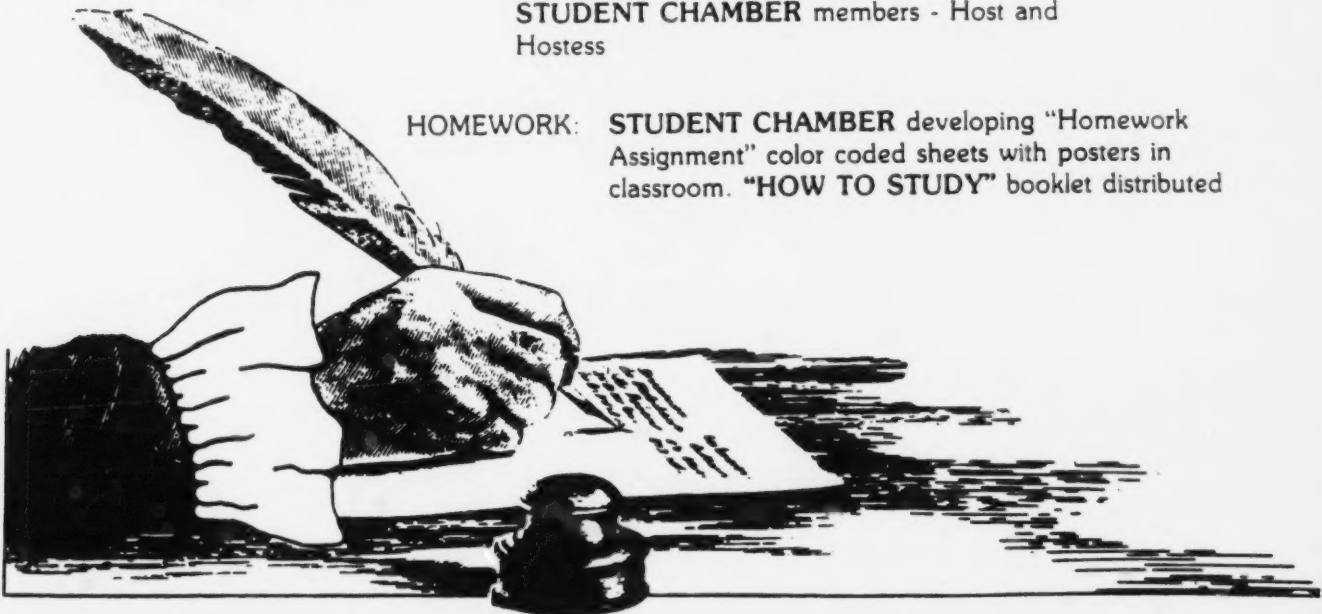
The original business card was designed by
the members of the **Madison Middle School
Student Chamber of Commerce** with the
help and instruction of **Mr. Larry Dodd,
Dodd Printers, Hialeah, Florida.**

SCHOOL: North Miami Middle **"STUDENT CHAMBER"**
ROLE MODEL: North Miami Chamber of Commerce
DATE: _____
SUBJECT: **"STUDENT CHAMBER"** Orientation by Miami Lakes Middle
"STUDENT CHAMBER"
TEACHER SPONSOR: Joyce Flanagan

--AGENDA--

1. WELCOME AND INTRODUCTION
2. HISTORY: 1st school chamber proclamation - City of Miami Dade County
State approximately 25 chambers United States - approximately 50 Canada
3. **STUDENT CHAMBER** - Election - North Miami Middle School **STUDENT CHAMBER**
officers activities:
 - CAREER EXPLORING - refer to scrapbook
 - CHAMBER MEETINGS: Board of Directors General membership Chamber
Business EXPO'S Host and Hostess
 - CAREER SHADOW: Chamber members drama skits
 - SCHOLARSHIP: 5 \$50 /savings scholarships 9th Develop
STUDENT CHAMBER Business cards
Develop and make Student Chamber buttons
 - WRITING ARTICLES: Local newspapers Magazines
 - CAREER FAIR: School. **STUDENT CHAMBER** video taped
STUDENT CHAMBER members - Host and
Hostess

HOMEWORK: **STUDENT CHAMBER** developing "Homework
Assignment" color coded sheets with posters in
classroom. "HOW TO STUDY" booklet distributed



RECOGNITION:

STUDENT CHAMBER developing with assistance of Southern Bell a school recognition board.

TROPHY CASE:

STUDENT CHAMBER member design and implemented with assistance of Graham Company.

4. **QUESTIONS AND ANSWERS.** Miami Lakes Middle **"STUDENT CHAMBER"** members.
5. **THANK YOU AND ADJOURNMENT**

GOOD LUCK! AND KEEP IN TOUCH

MIAMI LAKES MIDDLE SCHOOL STUDENT CHAMBER **SCHOLARSHIP**

GUIDELINES FOR APPLICANTS

1. The Miami Lakes Middle School Student Chamber Scholarship will award a \$50 Savings Account to ONE Miami Lakes Middle High student.
2. Award applicant must be a student in the regular school program in a Dade County Public School. Grade 9.
3. The Scholarship savings account will be awarded on the basis of:
 - (a) Academic Excellence
 - (b) Citizenship
 - (c) A written statement in 50 words on **"WHAT DOES A SCHOLARSHIP MEAN TO ME"**
4. Submit one letter of recommendation from a principal, teacher, guidance counselor, or occupational specialist in your school.
5. Submit the completed:
APPLICATION
RECOMMENDATION LETTER
WRITTEN STATEMENT IN 50 WORDS
6. Return by _____
DATE
7. Nine grade student scholarship only.
8. Return to _____
STUDENT CHAMBER SCHOOL ADVISOR

MIAMI LAKES MIDDLE SCHOOL STUDENT CHAMBER NINTH GRADE SCHOLARSHIP APPLICATION

STUDENT NAME _____
ADDRESS _____
SCHOOL _____
GRADE SECTION _____
COLLEGE OR UNIVERSITY _____
VOCATIONAL TECH. SCHOOL _____
COLLEGE MAJOR _____
NAME OF COMPANY _____ POSITION _____ SALARY _____
(Projected Employer)

The student must submit to the Miami Lakes **STUDENT CHAMBER** Scholarship Committee the following:

- (a) Submit one letter of recommendation from a principal, teacher, guidance counselor, or occupational specialist in your school.
- (b) Submit one copy **HANDWRITTEN** biography entitled: "**WHAT DOES A SCHOLARSHIP MEAN TO ME**" (one page or 50 words).

DEADLINE _____

RETURN TO _____

Date

Student signature

Parent signature

Role model chamber

The School Board of Dade County, Florida adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, sex or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex.

Age Discrimination Act of 1967, as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the handicapped.

Florida Educational Equity Act - prohibits discrimination on the basis of race, sex, national origin, marital status or handicap against a student or employee.

Veterans are provided re-employment rights in accordance with P. L. 93-508 (Federal) and Section 295.07, Florida Statutes, which also stipulates categorical preferences for employment.

*Typesetting, layout
and printing
courtesy of*



Southern Bell
A **BELLSOUTH** Company

*Graphic Arts Department
and Copy Center.*

MEMORANDUM

December 1, 1989

TO: In-School Student Chamber Enhancement Program Advisors

FROM: Nelson Perez, Director
Department of Career Education

SUBJECT: IN-SCHOOL STUDENT CHAMBER ENHANCEMENT PROGRAM

The purpose of the In-School Student Chamber Enhancement Program is to offer an incentive opportunity of ten documented hours for program activities to the advisors who have implemented the In-School Student Chamber Program at their schools and have developed related activities with "Role Model" Chambers of Commerce.

The application process will take place in two phases. Please refer to the attached information sheet for further explanation.

The documentation of materials and activities submitted will be utilized to develop an inservice training manual for the In-School Student Chamber Program advisors and Chambers of Commerce. Deadline for application is Friday, December 8, 1989.

The In-School Student Chamber Enhancement Program Review Committee reserves the right to review each request. This Review Committee will be made up of members of the participating Chambers of Commerce. Applicants accepted will be notified by Friday, December 15, 1989.

Thank you very much for your participation in this worthwhile program. We look forward to a bright future with students actively engaged in community activities where they live. If you have any questions, please contact, Ms. Joyce Flanagan, Educational Specialist, Department of Career Education, at 995-1761.

NP:diam
M096
JF995-1761
Attachments

cc: Dr. Solomon Stinson
Mr. Roger C. Cuevas
Respective Principal
Mr. Anthony Rolle
Ms. Joyce Flanagan
Participating Chambers of Commerce

**DADE COUNTY PUBLIC SCHOOLS
IN-SCHOOL STUDENT CHAMBER ENHANCEMENT PROGRAM
OUTLINE**

PHASE I

1. The In-School Student Chamber advisor will submit the following:
 - A. The Dade County Public Schools In-School Student Chamber Enhancement Program Application
 - B. The Dade County Public Schools In-School Student Chamber Program Evaluation Form
 - C. The Dade County Public Schools In-School Student Chamber Goals/Objectives/Activities Form

**DEADLINE
FRIDAY, DECEMBER 8, 1989**

Please return all forms to:

**9999-Room 7
Department of Career Education
Joyce Flanagan**

**DADE COUNTY PUBLIC SCHOOLS
IN-SCHOOL STUDENT CHAMBER PROGRAM
EVALUATION**

School Name _____ School Telephone _____
 School Address _____
 City, State, Zip _____
 School Advisor _____ Advisor's Title _____
 Advisor's Telephone _____
 Role Model Chamber _____ Chamber Telephone _____
 Chamber Address _____
 City, State, Zip _____
 Chamber Contact _____ Contact's Title _____

SCHOOL PROJECT	DATE COMPLETED	CHAMBER PROJECT	DATE COMPLETED
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Please submit a copy of the Occupational/Placement Specialists Student Services Information Screen for each of the students listed below: (Attached is a sample copy with the instructions for obtaining information and printing.)

IN-SCHOOL STUDENT CHAMBER OFFICERS AND MEMBERS

TITLE	STUDENT NAME	STUDENT ID #	GRADE LEVEL
PRESIDENT	_____	_____	_____
VICE PRESIDENT	_____	_____	_____
1st VICE PRESIDENT	_____	_____	_____
TREASURER	_____	_____	_____
SECRETARY	_____	_____	_____
BOARD MEMBERS	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
CHAIRPERSON	_____	_____	_____

Total number of students _____

PLEASE RETURN THIS FORM TO:

9999-Room 729
 Department of Career Education
 Joyce Flanagan

DEADLINE: FRIDAY, DECEMBER 8, 1989

Phone 1
 Attachment B



SP 12944 0254 (08/10/99)

STUDENT CHAMBER PROGRAM

Statement of Goal/s: _____

Goals / Obj.	Activities / Strategies	Timeline	Person (s) Responsible	Evaluation Procedures Expected Outcome
55	School			56



STUDENT CHAMBER PROGRAM

SF 12943 D054 (08/10/99) rlu

Statement of Goal/s. _____

Goals / Obj.	Activities / Strategies	Timeline	Person (s) Responsible	Evaluation Procedures Expected Outcome
57		Chamber		53

MEMORANDUM

December 15, 1989

TO: In-School Student Chamber Enhancement Program Advisors
FROM: Nelson Perez, Director
Department of Career Education

SUBJECT: IN-SCHOOL STUDENT CHAMBER ENHANCEMENT PROGRAM

Congratulations, you are now ready for Phase 2 of the In-School Student Chamber Enhancement Program. Attached please find the Phase 2 information.

All documents and time sheets must be completed and forwarded as follows: **FAILURE TO TURN IN MATERIALS ON TIME WILL RESULT IN A DELAY OF YOUR ENHANCEMENT.**

TEN MONTH EMPLOYEES

Pay period to be documented

01/05/90 - 01/18/90

01/19/90 - 02/01/90

02/23/90 - PAYDATE

TWELVE MONTH EMPLOYEES

Pay period to be documented

12/29/89 - 01/11/90

01/12/90 - 01/25/90

02/16/90 - PAYDATE

Forward all materials to:

9999-Room 729

Department of Career Education

Datsle Moreno

If you have any questions, please contact Ms. Joyce Flanagan, Educational Specialist, Department of Career Education, at 995-1761. Thank you for your continued support of this program.

NP:dm

M097

JF995-1761

Attachment

cc: Dr. Solomon Stinson
Mr. Roger C. Cuevas
Respective Principal
Mr. Anthony Rolle
Ms. Joyce Flanagan
Participating Chambers of Commerce

PHASE 2

1. Only the approved In-School Student Chamber advisor will submit the following:
 - A. Guidelines (Included)
 - B. Pre/Posttest
Each school must submit five each pre/posttests from students
Each school must submit three each pre/posttests from Role Model Chamber members
 - C. Photos, Media
Tapes, schools or community newspaper articles, curriculum guide, annual school progress report, chamber newsletter or any other unique activities that have been recorded.
 - D. Time Sheet

Please submit all documents in the In-School Student Chamber folder.

Program documentation must be based on activities conducted before or after regular school hours. This may also include field trips for students to attend chamber functions or planning for school functions.

Rate of Pay:	Determined by individual hourly rate
Number of Hours:	Not to exceed ten (10) hours
Time Line:	December, 1989 through February, 1990

DEADLINE AS FOLLOWS

**TEN MONTH EMPLOYEES
THURSDAY, FEBRUARY 1, 1990**

**TWELVE MONTH EMPLOYEES
THURSDAY, JANUARY 25, 1990**

**DADE COUNTY PUBLIC SCHOOLS/CHAMBERS
IN-SCHOOL STUDENT CHAMBER ENHANCEMENT PROGRAM
ADVISOR GUIDELINES**

The In-School Student Chamber Enhancement Program is honored that you are interested in applying as an advisor for the In-School Student Chamber Program. The information that you will include in the application will provide the In-School Student Chamber Enhancement Program Review Committee with the data needed to make an award.

GUIDELINES

Proposals should demonstrate innovative and effective ways to provide a learning activity that brings relevance to the school from the world of work through one of the oldest and most respected business organizations in the world: THE CHAMBERS OF COMMERCE.

Priority will be given to programs designed to do one or more of the following:

1. Include students at risk from the Dade County Public Schools Student Profile List.
2. Include students from the Occupational/Placement Specialists Target Group.
3. Relate school activity with approved school curriculum.
4. Reduce the isolation of races, cultures and special need groups.
5. Motivate students in responsible career selection and research.
6. Create a clear understanding of the business and economic world through activities in the Chambers of Commerce.
7. Develop specific student and chamber activities relating the process of employment.
8. Involve directly the "Role Model" Chambers of Commerce in:
 - Career Days
 - The Job Interview
 - Career Shadowing
 - Community Participation

All applications are to be typed. The signature of your school principal and the "Role Model" Chamber of Commerce chairman or president is required to ensure that appropriate administrative personnel are aware of your application for the In-School Student Chamber Enhancement Program.

Applications will be reviewed on a competitive basis and a limited number of awards will be made. The In-School Student Chamber Enhancement Program Review Committee reserves the right to review each request and grant awards that it considers appropriate.

The In-School Student Chamber Enhancement Program Review Committee will use the following rating system (0 = low through 5 = high) and criteria to make their recommendations. Advisors should use the following outline for self-evaluation of their projects before submission:

PURPOSE AND GOALS

Is the project's purpose clear and well defined? Are the goals measurable and realistic?

POTENTIAL FOR ACCOMPLISHMENT

Is the project realistic in terms of what is expected to be accomplished?

PROJECT ACTIVITIES

Are the activities well planned, specific, and directly related to the project goals? In-School activities as well as Chamber activities should always include the In-School Student Chamber membership and role model chambers.

PROJECT EVALUATION

Is there a well defined evaluation plan to measure the expected results?

OVERALL ASSESSMENT

Does the project meet a special need? To what extent does this project make a positive contribution to meeting needs and motivating them to learn?

IN-SCHOOL STUDENT CHAMBER TIME SHEET

NAME _____ EMPLOYEE NUMBER _____

PROGRAM _____

OBJECTIVES OF PROGRAM _____

OBJECTIVE
REFERENCED

DATE TIME TIME
 IN OUT

65

64

BLUEPRINT FOR CAREER PREPARATION



"We must change the way we do business in education . . . because business is depending on it. In fact, our entire economic survival is depending on it."

- Betty Castor, Florida Commissioner of Education

THE FLORIDA DEPARTMENT OF EDUCATION
BETTY CASTOR, COMMISSIONER OF EDUCATION

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"The American workforce is running out of qualified people. If current demographic and economic trends continue, American business will have to hire a million new workers a year who cannot read or write or count."

-David Kearns, Chairman of Xerox

EXECUTIVE SUMMARY

Education and economics. They are intertwined . . . and interdependent. Never before has it been more important for our state to recognize the relationship between the way we educate our young people and the jobs available in Florida's future.

Demographics are changing, and we now operate in a competitive global marketplace. That's why we must change the way we do business in education. When business produces an inferior product, it fixes the product. Education is not producing what business needs, so we must fix our product. Business is depending on it. In fact, our entire economic survival is depending on it.

What is the Blueprint for Career Preparation?

The Blueprint is the new direction we need to go. Just as a builder needs a blueprint before starting construction, an enterprise as large as education in Florida needs a unified vision of where it's heading. This Blueprint provides that vision.

It is designed to address the increasing gap between emerging job requirements and the ability of Florida's workforce to meet them. It is designed to prepare students for the world of work, a competitive global marketplace that is changing every day. It is designed to enable all high school graduates to get a job.

The driving force behind this Blueprint is a major policy embodied in the following statement:

"Students graduating from Florida's public schools shall be prepared to begin a career and continue their education at a postsecondary technical school, community college or university."

While everyone agrees it cannot be achieved quickly, this Blueprint describes the steps to get there.

Why do we need a change?

The evidence is overwhelming. Scores of business publications and research documents conclude that America is losing its competitive edge in a global economy. The reason: a workforce unprepared for the changing workplace.

If recent trends continue, up to three-quarters of the new employees through the year 2000 will have insufficient verbal and writing skills. The nation is facing a monumental mismatch between jobs and the ability of Americans to do them. That's because technology is changing the work required in most jobs, and growth areas will be mainly in high skill occupations. The tools we use are more complicated, each requiring more flexibility and more knowledge. In addition, we're changing the way work is organized, and requiring far more communications skills.

Demographics also have changed. This has had a tremendous impact on Florida's ability to train the students, whose numbers grow every day. Eighty percent of new workers at the turn of the century in Florida will be minorities or women. Young students who are currently economically or socially disadvantaged will make up a large portion of tomorrow's workforce.

Unfortunately, corporate America has been forced to spend \$200 billion a year on training and retraining its workforce, and at least \$35 billion on remedial training. A third of Florida's small businesses say that their new workers usually needed some remedial training. Business and industry are demanding a more qualified workforce.

How do we get there?

The Blueprint touches all levels of education, taking the core curriculum of basic skills and making it relevant to today's workplace. The key is providing each student with guidance and opportunity. Schools must integrate academic and vocational education, making both meaningful to the student's career development. Curriculum should relate to careers, and vice versa. This does not mean that the teaching of basic skills and graduation requirements will be changed, or that students must choose between an academic track and a vocational track. The integration of the two approaches means the students will get both career and academic training. The following six steps to career preparation are essential:

1. *Begin in kindergarten through fifth grade by developing in students an awareness of self, the value of work and exposure to careers and technology.*
2. *By grade six, students – with the help of their teachers and parents – should assess personal aptitudes, abilities and interests, and relate them to careers. They should also learn the role of technology in the world of work.*
3. *In grades seven and eight, students should set career-oriented goals and develop four-year career plans for grades nine through 12. These plans may change as they are reviewed annually, but it sets students on a course and provides a basis for curriculum selection. It also gets parents involved.*
4. *During high school, a new "applied curriculum" will make academic concepts relevant to the workplace, especially in communications, math and science. Vocational courses are coordinated with academic instruction.*
5. *Students choosing postsecondary education programs should be able to successfully gain employment, advance within their fields or change occupations. These programs include vocational technical centers, community colleges and universities.*
6. *Educators should intensify efforts to share information and to involve parents, business and the entire community in this process. Partnerships and the involvement of people beyond educators are critically important.*

Along the way, it is important to evaluate our progress. We must measure results through the ability of future graduates to succeed in the job market and the ability of employers to find qualified workers. This will be accomplished through the Occupational Identifier Project in the Department of Education, and the appointment of an external business advisory group to watch us closely.

Where do we begin?

We already have. Fortunately for Florida, the key elements are already in place. Three major components – secondary schools, vocational centers and community colleges – all have programs with the potential to prepare Florida's workforce. This Blueprint proposes no major structural changes within the system.

But it does propose better coordination, more resources, more training and a healthy dose of attitude adjustment among educators concerning the role of schools. The Department of Education plans to play a leadership role, seeking legislation, expanding partnerships and providing technical assistance. This Blueprint proposes activities over the next six years, including pilot projects, curriculum changes, scholarship programs, training and evaluation.

The education of our children is serious business. Our state, more than most, must compete in a world marketplace. Florida's unique composition is a challenge as well as an opportunity. We're taking on that challenge. We're changing the way we do business in education. Because business – and economics – demand it.

BLUEPRINT FOR CAREER PREPARATION

The Blueprint for Career Preparation provides the framework for educators to prepare youth and adults to successfully enter and remain in their chosen fields of work. This framework requires the provision of a comprehensive education program including self awareness, career awareness, academic and vocational preparation and placement components for each student.

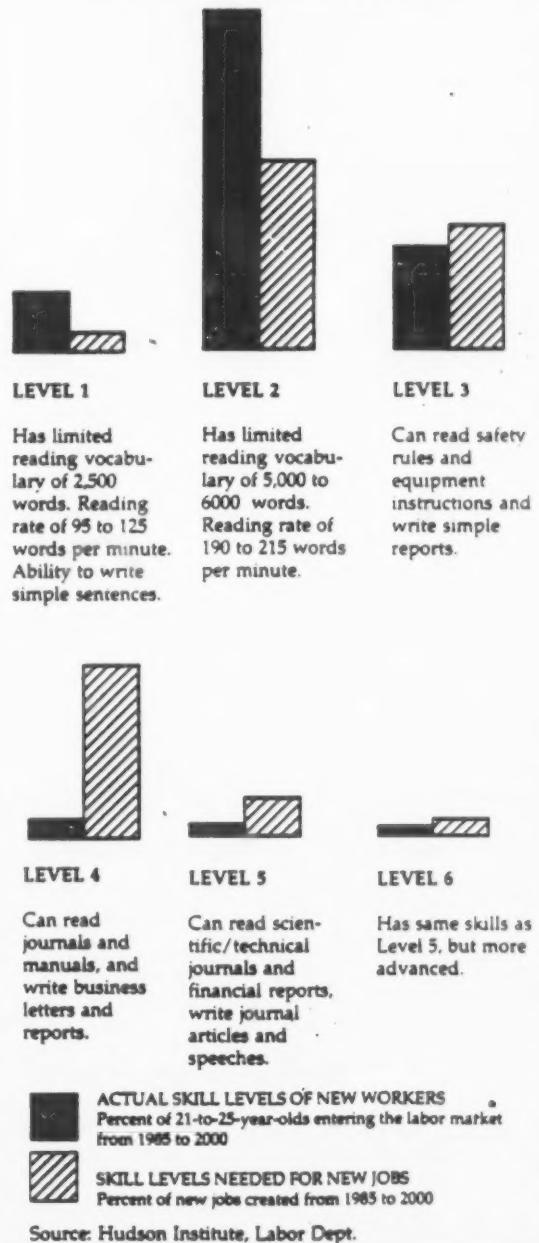
AN URGENT NEED

A consensus exists among educators, researchers, business representatives and political leaders that the schools of today will have a major role in the state's future economic strength and overall quality of life. During the next six years there will be 2.5 million new jobs created in Florida. These jobs will call for persons who can read, write, compute, communicate and understand the workplace.

According to a recent article in *Business Week* (September 19, 1988), more than three-quarters of this country's new employees through the year 2000 will have deficient verbal and writing skills. Most new jobs will require individuals who have good reading and writing skills, but fewer than one in four of the new employees will be able to function at the required levels. Retail sales, for example, will be among the occupations providing the most new jobs.

To fill those jobs, most retail employees will have to write up orders, compute price lists and read merchandise catalogs. Hudson Institute, an economic think tank, estimates that just 22% of the new employees will be able to function at that level. For jobs in nursing or management, the educational ante is higher. Most of these jobs, which often require more than a high school education, need skills such as the ability to read journals and manuals, write reports and understand complex terminology. Just

THE LOOMING MISMATCH BETWEEN WORKERS AND JOBS



5% of the new employees will be able to do that. The task ahead is to educate and train the young workforce entrants. A large proportion of these workers will be minorities and immigrants who tend to have less education and fewer skills than other employees.

Further, **Business Week** states that the nation is facing a monumental mismatch between jobs and the ability of Americans to do them. Three forces are combining to produce this gap in the skills the economy will require. First, technology is upgrading the work required in most jobs. Second, job growth will be mainly in high skill occupations. Most of these jobs will be in the service sector. Finally, the way in which work now is being organized requires a completely new set of skills. As companies shift from the old models of assembly-line production to Japanese-style work teams, employees will have to sharpen their communications skills.

Corporate America spends \$200 billion training and retraining its workforce and at least \$30 billion on remedial training annually. Research indicates that most workers will change their jobs at least five times and their occupation three times during their careers. Therefore, today's workers must have the capability of being retrained.

Important labor market and demographic trends are developing which must be reflected in changing curricula, particularly in vocational programs. Increasingly, the occupations which show the most rapid growth are those that require the highest levels of literacy. At the same time, groups which are expected to form the largest share of the labor force entrants through the year 2000 show lower educational achievement and higher dropout rates. This points to a growing gap between new job skills required and skilled workers available for those jobs. As a result, competition for the brightest graduates is increasing.

Florida has special problems and challenges that require new levels of human skills, entrepreneurship, technical advances and flexibility by public and private institutions. Florida has become a high technology state as a result of targeted industrial recruitment efforts. However, it is service industries which will provide most of the new jobs through the year 2000. These new jobs, while they will not be "high tech," will require new skills and workers who can learn and adapt quickly. Special emphasis on the educational needs of these industries (insurance, finance, hospitality, health, real estate, trade, education and government) will be critical.

All economic sectors in Florida will be required to adjust to a world market in which Florida's traditional advantages of low-cost labor, low taxes, inexpensive land, and sunshine are lessened. The new competitive edge for Florida business and industry must be found in its institutions of learning by utilizing the knowledge, skills, innovation and technological breakthroughs they provide.

A MANDATE FOR ACTION

In 1984, the Southern Regional Education Board's Commission for Educational Quality developed recommendations for vocational education. This was done to ensure that all secondary school students would be encouraged and expected to develop the academic skills which should be the fundamental goal of all high schools.

"Schools must completely integrate academic and vocational education if they are to successfully prepare students for life in the 'information age.'"

-Florida Commission on Vocational Education

In the same year, at the request of the Florida Vocational Association, the State Board of Vocational Education created the Florida Commission on Vocational Education. The goal of this Commission was to make recommendations for improving vocational education in Florida through the year 2000.

One of the primary conclusions of the Commission on Vocational Education was that schools must completely integrate academic and vocational education if they are to successfully prepare students for life in the "information age." The vast majority of emerging occupations do not require a college education. Occupational emphasis is increasingly placed on technology, interpersonal relations skills and decision making abilities. Consequently, the educational focus must change for most students if they are to relate academic studies to preparation for life.

The Florida Commission on Vocational Education made several recommendations which focused on the need for the expansion of vocational-technical programs. These programs should receive continuous attention as educational issues are refined and should be designed to increase the participation of diverse populations including at-risk students. As a result of those recommendations, several groups provided suggestions for the implementation process. Three of the primary groups were the Career Education Task Force, the Secondary Vocational Education Task Force, and the State Technical Committee for Industrial Arts/Technical Education.

The Career Education Task Force recommended:

- ✓ Career plans for every student exiting the eighth grade.
- ✓ Standards for career development, K-Adult.
- ✓ Preservice and Inservice Curriculum development which incorporates career, technology and economic education.
- ✓ Redefinition of role for the occupational specialist.
- ✓ Recognition of exemplary career development programs.
- ✓ Promotion of elementary and middle school career interest clubs.
- ✓ The development of an educational career planning course.

The Secondary Vocational Education Task Force, adopted the Southern Regional Education Board's recommendations. They also developed the following policy statement:

"... the state of Florida shall establish an educational system which provides each student with the guidance and opportunity to complete high school with the competence and credentials to pursue postsecondary education at both the area center and college level and to secure immediate employment. Students should complete twelve years of education, exit Florida's public education system, and have available to them as many options as possible."

The Secondary Vocational Education Task Force also stated that the components necessary for such a system are those which would provide students with help in four areas:

- √ Self awareness;
- √ Career awareness;
- √ Academic preparation;
- √ Vocational preparation.

This task force recognized that while activities in all four areas are conducted to some degree in all school districts, there is no structured state framework for their delivery. A sequence of experiences should be designed which would enable each student to:

1. Acquire sufficient awareness of interests, aptitudes and capabilities in order to better assess information received relative to requirements and characteristics of various career areas.
2. Accumulate information about a broad range of career options including the way in which individual interests and aptitudes compare with various career requirements.

3. Prepare, by the end of grade eight, a four-year academic plan which would contain all of the courses necessary to assure preparation to pursue postsecondary education and to secure employment in an area of interest upon graduation from high school.

The Florida High Technology and Industry Council and the **Florida Council on Vocational Education** have made similar recommendations in previous studies. A summary of these recommendations was presented at the Commissioner's retreat in July 1988. Following this retreat, a number of meetings were conducted to generate additional input from the entire education community. This input has driven the policy statement, list of objectives, and Department of Education initiatives that follow.

The driving force

STUDENTS GRADUATING FROM FLORIDA'S PUBLIC SCHOOLS SHALL BE PREPARED TO BEGIN A CAREER AND CONTINUE THEIR EDUCATION AT A POSTSECONDARY TECHNICAL SCHOOL, COMMUNITY COLLEGE OR UNIVERSITY.

How we get there

1. SELF AND CAREER AWARENESS - GRADES K - 5

STUDENTS SHOULD HAVE A CAREER DEVELOPMENT PROGRAM WHICH INFUSES SELF, CAREER, AND TECHNOLOGY AWARENESS ACTIVITIES INTO THE CURRICULUM.

Each student should have experiences which promote an awareness of the world of work and the student's relationship to it. These experiences should assist the student in gaining an awareness of self and an understanding of the value of work. Work should be viewed as a means of becoming a self-sufficient and contributing member of society. In addition, these experiences should allow for the expression of the student's talents and capabilities. Sample competencies include:

- * Acquiring knowledge of the importance of a positive self-concept to career development.

- * Developing skills for interacting with others.
- * Becoming aware of the importance of emotional and physical development in career decision making.
- * Acquiring an awareness of the interrelationship of lifestyles and careers.
- * Becoming aware of changing occupational roles for males and females.

2. PERSONAL ASSESSMENT AND TECHNOLOGICAL LITERACY - GRADE 6

STUDENTS SHOULD HAVE A PROGRAM OF PERSONAL ASSESSMENT AND TECHNOLOGICAL LITERACY INSTRUCTION.

Special emphasis should be placed on assisting students with the assessment of personal aptitudes, abilities, and interests prior to orientation and exploration of careers. In order for further career information to be as meaningful as possible,

a student should evaluate career information in relation to his or her personal assessment results. The student should also learn basic technological concepts. Sample competencies include:

- * Developing and utilizing a positive self concept for career development.
- * Understanding the emotional and physical development required for proactive career decision making.
- * Understanding the value of personal responsibility, good work habits and planning for career opportunities.
- * Comprehending the significance of technology in the world of work.
- * Identifying career opportunities in the field of technology.
- * Demonstrating technological literacy.

3. CAREER ORIENTATION AND EXPLORATION - GRADES 7 - 8

STUDENTS SHOULD IDENTIFY GOALS FOR WHICH THEY ARE STRIVING. GOALS MAY CHANGE AS FURTHER EXPERIENCES ARE OBTAINED. FOUR-YEAR PLANS FOR GRADES 9-12 SHOULD BE DEVELOPED WITH INPUT FROM STUDENTS, FAMILIES AND SCHOOL ADVISORS. THE PLANS SHOULD BE EVALUATED AT LEAST ANNUALLY AND REVISED AS REQUIREMENTS CHANGE OR STUDENTS' GOALS BECOME BETTER DEFINED.

A broad orientation to the 19 occupational clusters should be provided to students as the first step in the process of focusing on career goals. Students who possess information about their likes and dislikes, aptitudes and interests are able to begin the task of comparing education and work requirements of occupational clusters to their personal situations.

Using the experiences of the career orientation phase, students may select several of the clusters for a more in-depth examination. This second phase, career exploration, helps students to more clearly define their career goals. By exploring career and educational options, students are better prepared to develop tentative career and educational plans for high school. Sample competencies include:

- * Relating educational achievement to career opportunities.
- * Understanding the attitudes necessary for success in work and learning.
- * Applying skills to locate, understand, and use career information.
- * Identifying types and levels of work performed across a broad range of occupations.
- * Relating careers to the needs and functions of the economy and society.
- * Choosing alternatives and making decisions to plan and pursue tentative educational and career goals.
- * Understanding how sex-role stereotyping, bias and discrimination limit career choice, opportunity and achievement.
- * Assessing personal aptitudes, interests and abilities relative to the 19 career clusters.

4. ACADEMIC AND SPECIALIZED SKILL DEVELOPMENT—GRADES 9-12

STUDENTS SHOULD COMPLETE HIGH SCHOOL WITH THE COMPETENCE TO CONTINUE ON TO POSTSECONDARY EDUCATION AND TO ENTER THE WORKFORCE. THE STRENGTHENING OF BASIC SKILLS THROUGH APPLIED LEARNING SHOULD BE A MAJOR COMPONENT OF BOTH ACADEMIC AND VOCATIONAL INSTRUCTION.

Curriculum and instructional strategies should be developed for both academic and vocational teachers to strengthen basic student competencies that include:

- Teaching academic content through applied science, mathematics and communication courses as designed by national consortia.
- Infusing applied teaching methods into existing science, mathematics and communication courses.
- Coordinating the teaching of vocational and academic instruction.
- Revising vocational curriculum and instruction so that greater emphasis is placed on the mathematics, sciences, communications and technical concepts and skills that underlie the competencies of an occupational area.

Many vocational job preparatory programs will be redesigned to provide sets of core competencies. Students entering these program clusters would move from the core competency instruction into

selected, specialized programs without diminishing basic requirements for graduation.

Articulation of vocational-technical curricula in grades 11 through postsecondary, with career exits after grade 12 and postsecondary, is commonly known as "2 + 2." These "2 + 2" programs are planned four-year experiences in which the last two years of high school are joined with two years of postsecondary study along with on the job learning. Examples of competencies include:

- Developing a marketable skill.
- Making decisions and choosing alternatives in planning and pursuing educational and career goals.
- Understanding the interrelationship of life roles and careers.
- Understanding the continuous changes in male and female roles and how they relate to career decisions.
- Applying skills to revise the students' career plan.
- Understanding the relationship between educational achievement and career planning, training and placement.
- Utilizing positive attitudes toward work and learning.
- Researching, evaluating and interpreting information about career opportunities.
- Locating, obtaining, maintaining and advancing in a job.
- Understanding how societal needs and functions influence the nature and structure of work.

5. SKILL DEVELOPMENT AND CAREER ADVANCEMENT POSTSECONDARY EDUCATION

STUDENTS SHOULD COMPLETE POST-SECONDARY EDUCATION PROGRAMS WHICH ENABLE THEM TO SUCCESSFULLY ENTER THE WORLD OF WORK, MAINTAIN COMPETENCE IN CURRENT EMPLOYMENT, ADVANCE WITHIN THEIR OCCUPATIONAL FIELDS OR CHANGE OCCUPATIONS.

Students who require postsecondary instruction in order to achieve career goals should have access to the appropriate level of instruction. Skill development and career advancements at the postsecondary level are delivered through three types of delivery systems. These systems and the instruction provided by each are as follows:

- * **Area vocational technical centers** (district school boards) offer postsecondary adult vocational instruction for vocational credit.
- * **Community colleges** - (community college boards of trustees) offer postsecondary adult vocational instruction in 14 community colleges with departments designated as area vocational schools, granting vocational credit. Postsecondary vocational instruction is also available for college credit, and academic instruction is available for college credit.
- * **Universities** - (Board of Regents) offer academic instruction for college credit.

Instruction in vocational education is offered at the appropriate level based on an analysis of the curriculum content. A procedure has been

established which requires annual review of postsecondary vocational programs by a committee charged with the responsibility of assigning program levels. Assignments are made by reviewing program content against adopted criteria. Through this process equity in the awarding of certificates and degrees has been implemented.

Area vocational technical centers and community college departments designated as area vocational schools award postsecondary adult vocational certificates. All community colleges award Associate in Science (A.S.) degrees with selected, postsecondary vocational certificates for college credit coursework.

Both community colleges and universities offer academic coursework. The community colleges offer academic coursework in support of the A.S. degree and the Associate in Arts (A.A.) degree. The A.A. degree transfers into the baccalaureate programs of the universities. While not vocational by definition, baccalaureate degree programs also provide the next educational step in many vocational careers. Universities are responsible for programs leading to baccalaureate degrees and advanced degrees.

Beyond the traditional educational roles in postsecondary education, area centers, community colleges and universities play a critical role in upgrading the competencies of people currently in the labor market. With the rapid advances in technology changing the responsibilities in most employment, employers and employees must have access to the training and education necessary to respond to these new responsibilities.

All three systems have developed active continuing education or "open campus" programs. Many area vocational technical centers and community colleges have developed programs for "reaching out" to employers to establish on-site training. Universities have centers designed to

help small business owners open and expand their operations. Universities are responsible for programs leading to the baccalaureate degrees and advanced degrees. Universities, community colleges and area vocational technical centers also play a major role in upgrading the competencies of people currently in the labor market. These types of efforts will continue to play a major role in preparing citizens for employment opportunities and in furthering the economic development of the state.

6. INFORMATION SHARING AND PARTNERSHIP BUILDING - GRADES K - COMMUNITY

ALL LEVELS OF EDUCATION SHOULD INTENSIFY EFFORTS TO SHARE INFORMATION WITH THE INTENT OF INVOLVING PARENTS, BUSINESS/INDUSTRY AND THE COMMUNITY IN THE PROCESS OF EDUCATING STUDENTS AND SUPPORTING FLORIDA'S ECONOMY.

A successful education system is one in which every stakeholder feels a sense of ownership and involvement in the system's programs and services. Within each community, there is a symbiotic relationship between business and education. Business and industry need a well-trained, adaptable workforce; education needs expanded career options for its students. The private sector realizes that education is a key to maintaining its competitive edge as technological change accelerates and expanding world markets increase competition.

As competition intensifies, education is devoting a substantial portion of its resources to enhance employees' basic academic skills,

technical expertise and professional competence. However, the availability of education resources does not assure that the business or industry requiring these resources can locate them.

A statewide clearinghouse for education and economic development information is currently available (ACCESS). This clearinghouse provides toll free access for information on education programs and services, business partnerships, research material and people who can help. Such information is not only a key to locating specialized education programs and other targeted services, it can also link employers and well-trained employees.

It is important for business and parents to share information on the progress of this Blueprint for Career Preparation. A special advisory committee will be formed to evaluate pilot programs, discuss implementation problems and, ultimately, to evaluate the results. The results will be measured by the ability of future graduates to succeed in the job market and the ability of employers to find qualified workers.

The Department already has a new method for tracking students through their careers and evaluating whether the educational programs are matching the needs of employers. The Occupational Identifier Project will help monitor the impact of the Blueprint for Career Preparation as it goes through the various stages of development.

ACCESS HOTLINE

1-800- 342-9271

Your source for information on education and economic development.

Examples of partnerships

While much can be done within the educational setting to provide more appropriate student assessment, career and education information and assistance with financial aid and related services, other issues can be best addressed by an informed and involved business community. Many business partnerships presently provide students with opportunities to experience the workplace firsthand. There are no rules for information systems to promote successful business-school partnerships. Partnerships are interpreted to include any combination of organized collaboration between business and education aimed at improving the quality of instruction for students. There are many successful and effective programs, each differing in structure, program, goals and activities.

Below is a sampling of projects and programs that result from collaboration between education and the business community.

- Business support of annual awards, scholarships and recognition banquets for students and teachers.
- Career shadowing experiences where a student joins a business, trade or other professional person for a day "on the job."
- Adopt-a-school, often referred to as "partners in excellence" in Florida school districts.
- Tutoring of students by employees on released time from employers.
- Summer internships and employment programs for youth and also for teachers.
- Mini-grants to teachers in academic areas of special concern to a business sponsor,

usually targeted for innovative projects not normally funded through school channels.

- Assistance with school publications by providing editorial or production help.
- Providing materials, equipment or facilities, such as providing a place to display student work, donating used equipment, loaning a meeting room or auditorium.
- Providing workshops for teachers and administrators, especially in technical areas where instructors' skills need constant updating.
- Support for Economic/Entrepreneurial Education.
- Academic fairs: sponsoring, judging or assisting students through mentoring and providing awards.
- Quick-start training programs for business and industry.
- On-site basic skills remediation for business and industry.

Florida's business and industry community should expand its support of advisory committees, faculty exchange programs, school and community partnerships, scholarship fundings and similar school-to-work transition activities. *

Everyone benefits

All "partners" benefit from well-designed, effective collaboration between businesses and schools.

Students:

- become better informed consumers and better prepared employees.
- understand how basic skills are used in business.
- learn about career choices.
- receive enrichment beyond school curriculum capabilities.
- learn about the free enterprise system.
- gain valuable adult role models.
- interact with and better understand people from the world of work.

Teachers and schools:

- become aware of business views.
- are challenged by new ideas to expand their teaching.
- receive support and recognition for their efforts.
- become alert to the gaps between expectations of business and the skills of their students.
- gain expertise that helps them provide up-to-date instruction.

- improve operations through management and technical assistance.

Business and industry:

- contribute to the development of human resources.
- discharge their community responsibility more effectively.
- get the best possible return on their education tax dollars.
- reduce on-the-job training time.
- increase equal employment opportunities.
- build employee morale through involvement.
- enhance their community image.
- enlarge the pool of well-prepared potential employees.
- encourage more informed public policy decisions affecting business.
- communicate the expectations of the business and employment world.
- gain direct access to and understanding of the school system.

Communities:

- improve quality of life.
- enhance community stability.
- contribute to higher employment.

- promote healthier economic climate.

Parents:

- develop a more comprehensive understanding of career-related information and sources.
- become better informed about career and educational options.
- interact more purposefully with their children to influence better career and educational planning.

These benefits are substantial; however, the Department must still address the development and distribution of materials supporting increased parental involvement in the career development process. Accurately informed parents can encourage more appropriate career and education goal setting. Parents are also uniquely able to support the refinement and achievement of their children's goals.

"Since everyone knows the problem, business needs to adopt that famous Noah principle: No more prizes for predicting rain. Prizes only for building arks."

-Louis V. Gerstner, American Express President

A COMMITMENT TO LEADERSHIP

THE DEPARTMENT OF EDUCATION WILL:

-promote the use of technology to implement the Blueprint for Career Preparation.

-extend career development partnerships with other agencies, businesses, industries and the military to ensure maximum cooperation and coordination.

-supply technical assistance and training activities to school districts, community colleges and universities for implementation of the Blueprint for Career Preparation.

-seek support from the Legislature for implementation of the Blueprint for Career Preparation.

-promote the current policy that every high school student will achieve a minimum of 24 graduation credits.

-seek legislation to establish a GOLD SEAL Scholarship Program to recognize outstanding high school students enrolled in a career preparation program.

-support the development and implementation of Florida Career Development Standards and a statewide model of career preparation (K-Adult).

-develop and update products and other resources to implement the Blueprint for Career Preparation which respond to various demographic areas and special needs populations.

-continue the development of core curricula which deliver a broad basic background in technology.

-develop materials and strategies to ensure a strong parent, business and teacher involvement in student career planning.

-promote articulation strategies which will insure a smooth transition from secondary to postsecondary education.

The Department will commit state and federal funds to establish pilot sites, test instructional materials and expand the concepts over a five-year period.

"The Department will lead, promote, push, prod and assist everyone involved to turn this Blueprint into reality."

-Betty Castor, Florida Commissioner of Education

A PLAN FOR ACTION

YEAR ONE (1988 ~ 1989)

- o Initiate an awareness campaign to introduce the **Blueprint for Career Preparation**.
- o Appoint a business advisory group to monitor progress and suggest changes along the way.
- o Establish four Florida Blueprint pilot sites (Orange, Polk, Hillsborough and Palm Beach).
- o Distribute the Career Development Standards to the identified pilot sites for review.
- o Expand the use of Florida produced career development products and services to an additional 100 high schools.
- o Develop a prototype Career Development Handbook.
- o Revise the existing career related products and make career information available to middle schools.
- o Appoint a middle grades committee to refine the curriculum and to incorporate appropriate career development activities for the 19 SOC (Standard Occupational Classification) clusters.
- o Research a prototype eighth grade career planner.
- o Research prototype parent materials.
- o Plan model inservice and preservice training programs for instructional teams that will implement the career development portions of the **Blueprint for Career Preparation**.
- o Promote business and education partnerships and other linkages by marketing ACCESS to potential users.

- o Finalize the Technology Education and Economic Education curricula.
- o Test the applied basic skills in math (inclusive of algebra I), principles of technology (physics) and applied communications (English).
- o Participate in the development of specifications for applied biology and applied chemistry curriculum.
- o Develop a core curriculum for vocational programs using the model developed for the electronic programs for the secondary and postsecondary level. Initiate the agriculture and automotive mechanics curriculum during 1988-89.
- o Conduct evaluations at pilot sites.

YEAR TWO (1989 ~ 1990)

- o Develop a dissemination and diffusion plan for the **Blueprint for Career Preparation**.
- o Identify three additional school districts to designate as Florida Blueprint pilot sites.
- o Design, field test and revise prototype career development materials.
- o Revise, print and distribute the Career Development Handbook to support the implementation of the Career Development Standards.
- o Design and pilot inservice and preservice training programs.
- o Design and initiate the development of the eighth grade career planner.

- o Design and prototype parent-use materials.
- o Design and initiate the development of elementary career development modules.
- o Implement the GOLD SEAL Scholarship Program.
- o Develop the model technology education laboratory.
- o Use IMTS concepts in Blueprint pilot sites at the high school level.
- o Complete the model training plan, prepare materials and conduct pilot workshops for instructional teams using the Summer Institute format.
- o Complete the development of the applied biology and chemistry curricula.
- o Convert Florida Blueprint pilot middle school and high school Industrial Arts laboratories to Technology Education laboratories.
- o Pilot test the automotive core curriculum in secondary through postsecondary settings and develop plan for statewide implementation.
- o Pilot test the core curriculum for agriculture program in secondary through postsecondary settings.
- o Conduct evaluations at pilot sites.

YEAR THREE (1990 - 1991)

- o Begin the implementation of the dissemination activities for the **Blueprint for Career Preparation**.
- o Complete the implementation of **Blueprint for Career Preparation** in the seven pilot sites.
- o Refine all existing career development materials and prepare a dissemination plan for the new products.
- o Revise the Career Development Handbook to include new products and processes.
- o Complete and pilot test the eighth grade career planner.
- o Revise and distribute parent-use materials.
- o Pilot test the biology and chemistry curriculum in the Blueprint pilot sites.
- o Initiate the statewide implementation of the automotive core curriculum.
- o Revise the core curriculum in agriculture based on the pilot test results.
- o Conduct evaluations at the seven pilot sites.
- o Deliver inservice and preservice training at pilot sites.

YEAR FOUR (1991 ~ 1992)

- o Provide inservice training and implementation support for pilot sites in 20 additional districts.
- o Disseminate career development materials.
- o Distribute revised Career Development Handbook to facilitate use of new products and processes.
- o Initiate the statewide implementation of agriculture core curriculum.
- o Fully implement the automotive core curriculum.
- o Begin statewide the implementation of the applied biology and chemistry curriculum.
- o Conduct evaluations of the additional pilot sites.

YEAR FIVE (1992 ~ 1993)

- o Provide inservice training and implementation support for the pilot sites in 20 additional districts.
- o Fully implement the agriculture core curriculum.
- o Conduct evaluations of the additional pilot sites.

YEAR SIX (1993 ~ 1994)

- o Provide inservice training and implementation support for additional pilot sites in the final 20 districts.
- o Conduct a comprehensive evaluation study of the **Blueprint for Career Preparation** to determine the effectiveness of program implementation.

APPENDIX 1

GLOSSARY OF TERMS

1. **Applied courses** - Courses developed through national consortia for the purpose of making academic concepts and principles relevant to the workplace. Courses have been developed for mathematics, communications and science. These courses are Applied Communications, (English), Applied Mathematics (math) and Principles of Technology (science).
2. **Blueprint pilot sites** - A grouping of schools identified by a school district, composed of one elementary, middle/junior high, and high school, and appropriate postsecondary institutions which cooperate to achieve the objectives of the **Blueprint for Career Preparation**.
3. **Career development** - A series of experiences from kindergarten through adulthood focusing on individual growth in the process of choosing, entering and progressing through the workplace.
4. **Economic education** - The study of the production, distribution and consumption of wealth in a given community or nation.
5. **Gold Seal Scholarship Program** - A program designed to recognize outstanding high school students enrolled in a career preparation program.
6. **IMTS** - The Individualized Manpower Training System, designed to identify a vocational student's basic skills and deficiencies, develop an instructional prescription, and provide individualized instruction for remediation of the deficiencies.
7. **Self awareness** - The comprehensive act of discovering what one can do (skills) and what one's personal and psychological characteristics are (i.e., attitudes, interests, values).
8. **Technology education** - A comprehensive, action-based educational program concerned with technical means including: their evolution, utilization and significance with industry; their organization, personnel, systems, techniques, resources, and products; and their social and cultural impact.

APPENDIX 2

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